



## Lower Lee Elementary

5142 St. Charles Road  
Mayesville, SC 29104

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	320 Students	
<b>Principal</b>	David Montgomery	803-428-3637
<b>Superintendent</b>	Cleo Richardson	803-484-5327
<b>Board Chair</b>	Sanya Moses	803-428-5603

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

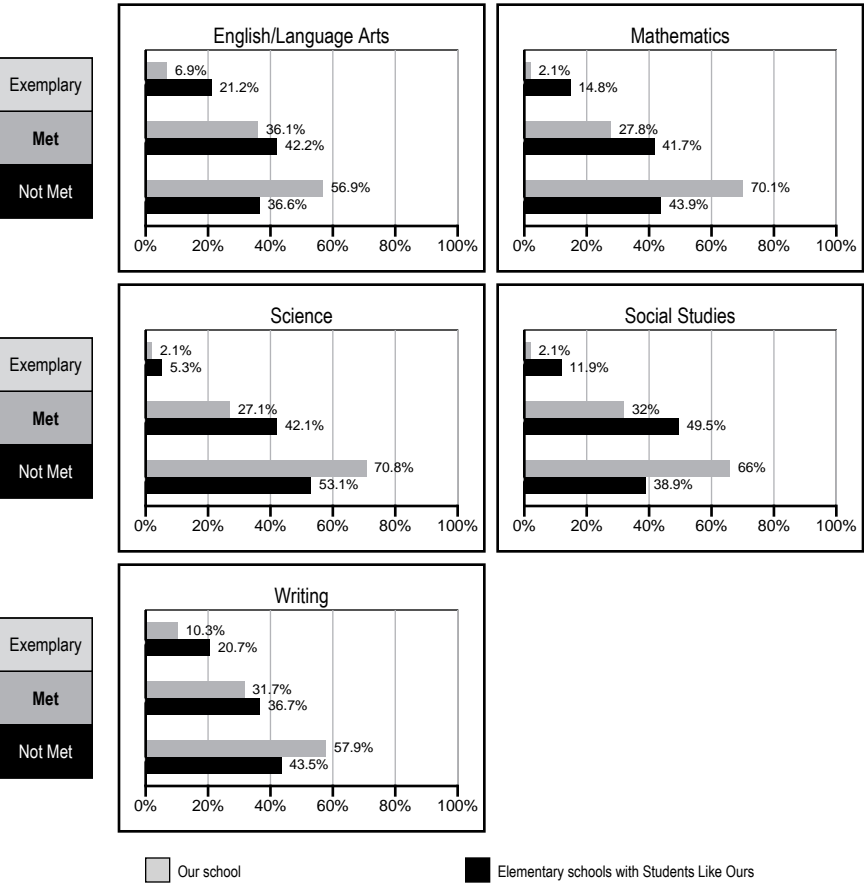
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	54	51	31

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=320)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.7%	2.5%	1.9%
Attendance rate	96.0%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.0%
With disabilities other than speech	3.9%	Up from 2.6%	7.4%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	68.2%	Up from 63.6%	57.1%	59.4%
Continuing contract teachers	68.2%	Up from 59.1%	70.7%	80.0%
Teachers with emergency or provisional certificates	4.5%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 83.2%	81.2%	85.9%
Teacher attendance rate	95.1%	Up from 94.0%	95.2%	95.1%
Average teacher salary*	\$45,558	Up 7.6%	\$45,710	\$47,149
Professional development days/teacher	11.1 days	Up from 2.8 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 89.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 87.1%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,509	Up 18.4%	\$8,727	\$7,458
Percent of expenditures for instruction**	71.9%	Up from 67.0%	68.3%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 62.1%	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The theme for the 2008-2009 school year at Lower Lee Elementary School was "Anchored in Excellence: Every Child, Every Chance, Everyday!" Data analysis and our Focus School Renewal Plan, which required professional development to enhance our instructional strategies, drove instruction for the 2008-2009 school year.

Lower Lee School is completing its second year of the South Carolina Reading First Grant. The grant continues to impact grades K – 3 while affording us the opportunity to purchase much needed equipment, supplies and classroom libraries. The grant also provided funds for a full-time literacy coach, a reading recovery teacher and opportunities for all K – 3 teachers to participate in a yearlong study group. We are also the proud recipients of an additional South Carolina Reading First Grant that will fund a Summer Enrichment Program for the 2008-2009 school year.

Parent involvement continues to be one of the key elements in closing the achievement gap for our students. We actively involved parents this year through morning and evening parent teacher conferences, PTO Meetings, parent workshops, surveys, Title 1 Parenting Activities, School Improvement Council, report cards, progress reports, newsletters and surveys. We celebrated student achievement through our Awards Day Programs.

The 21st Century After School Program and the Communities In Schools (CIS) After School Program operates five days a week. The students are able to engage in hands-on experiences, use technology effectively and promote character education through meaningful academic and enrichment activities.

At Lower Lee we continue to implement data driven instruction as we strive for excellence and providing opportunities for our students to reach their full potential.

Robert Ervin, Principal    Carrie Toney, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	26	44	27
Percent satisfied with learning environment	96.2%	90.9%	85.2%
Percent satisfied with social and physical environment	100.0%	90.9%	92.0%
Percent satisfied with school-home relations	100.0%	97.7%	88.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	152	100	56.9	36.1	6.9	61.8	57.5	82.8	Yes	Yes
<b>Gender</b>										
Male	73	100	61.4	30	8.6	57.1	51.1	79.3	N/A	N/A
Female	79	100	52.7	41.9	5.4	66.2	63.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	73	89.5	I/S	I/S
African American	143	100	57.4	35.3	7.4	61.8	56.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	52.9	30.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	140	100	56.1	36.4	7.6	61.4	55.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	152	100	70.1	27.8	2.1	45.1	50	78.9	No	Yes
<b>Gender</b>										
Male	73	100	65.7	31.4	2.9	51.4	48.7	77	N/A	N/A
Female	79	100	74.3	24.3	1.4	39.2	51.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	64.9	87.2	I/S	I/S
African American	143	100	71.3	26.5	2.2	43.4	48.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	35.3	20.6	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	140	100	70.5	28	1.5	45.5	48.4	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	102	100	70.8	27.1	2.1	29.2	28.7	67.5
<b>Gender</b>								
Male	47	100	68.9	26.7	4.4	31.1	28.1	67
Female	55	100	N/AV	N/AV	N/AV	27.5	29.2	68
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	52.4	79.5
African American	95	100	70	27.8	2.2	30	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	14	100	N/AV	N/AV	N/AV	14.3	8.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	43.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	94	100	71.6	26.1	2.3	28.4	26.6	55.1

**Social Studies**

All Students	102	99	65.6	32.3	2.1	34.4	38.3	72.3
<b>Gender</b>								
Male	51	100	72	26	2	28	32.5	71.5
Female	51	98	58.7	39.1	2.2	41.3	43.8	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	50	80.7
African American	96	99	68.1	29.7	2.2	31.9	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	15.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	94	98.9	65.9	33	1.1	34.1	36.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	153	96.7	57.9	31.7	10.3	42.1	40.6	70.2	96	95.5
Gender										
Male	74	96	66.2	28.2	5.6	33.8	34.5	63.2	95.6	94.8
Female	79	97.5	50	35.1	14.9	50	46.2	77.5	96.5	96.2
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	54.3	79.1	93.9	94.1
African American	144	97.2	57.7	31.4	10.9	42.3	40.3	57.6	96	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	35	62.6	97.7	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	23.5	6.8	26.1	95.6	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	42.1	61.2	97.6	95.9
Socio-Economic Status										
Subsidized meals	141	97.2	58.2	32.8	9	41.8	38.8	58.9	96	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	54	100	58.8	29.4	11.8	41.2
	4	52	100	67.3	30.6	2	32.7
	5	46	100	43.2	50	6.8	56.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	54	100	78.4	17.6	3.9	21.6
	4	52	100	65.3	32.7	2	34.7
	5	46	100	N/AV	N/AV	N/AV	34.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	27	100	N/AV	N/AV	N/AV	32
	4	52	100	79.6	18.4	2	20.4
	5	23	100	54.5	40.9	4.5	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	27	96.3	84	12	4	16
	4	52	100	N/AV	N/AV	N/AV	40.8
	5	23	100	59.1	36.4	4.5	40.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	55	96.4	57.7	32.7	9.6	42.3
	4	52	96.2	71.4	20.4	8.2	28.6
	5	46	97.8	43.2	43.2	13.6	56.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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